

The Arkansas Department of Education has released the Final version of the revised ELA standards. The following unit reflects the changes made in the FINAL version of the standards.

The majority of the content and standards remained the same from prior units.

[Here is a Crosswalk Document](#) that compares the New Arkansas ELA Standards with the old CCSS

If you have any questions, please contact Megan Rojo at mvenable@sdale.org or 479-750-8735.

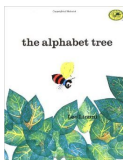
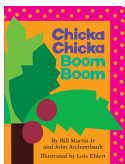
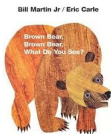
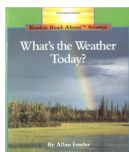

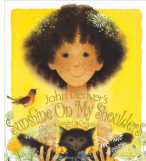
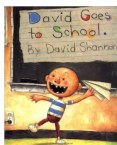
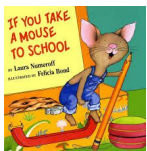
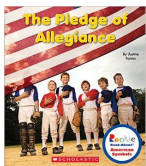


Kindergarten Unit 1

Concepts About Print Unit

(August 15th- October 14th)

Overview of Unit 1 with Cross-Curricular Connections

| | | | |
|---|--|--|--|
| ELA | <p>This unit is an introduction to letters and sounds, and how books work. Student will be able to:</p> <ul style="list-style-type: none">● Learn and practice CAP skills like:<ul style="list-style-type: none">○ where to start reading○ how spaces work○ where to go after they finishing reading a line or page of text○ identify front and back cover of a book○ identify title page● Identify author and illustrator role in stories● Recognizing and naming upper and lowercase letters● Write opinion piece about a topic or book of their choice <p>The books listed below are SOME of the texts that are used or suggested for this unit.</p> | | |
| |  <p><u>The Alphabet Tree</u> by Leo Lionni</p> |  <p><u>Chicka Chicka, Boom Boom</u> and other Alphabet Books</p> |  <p><u>Brown Bear, Brown Bear</u> and other favorite story books</p> |
| Integration of Science and Social Studies | | | |
| SCIENCE | <p>Be looking for these social studies standards that can be addressed in this unit: K-ESS2-1. (Weather patterns over time) K-ESS3-2. (Predicting/preparing/responding to severe weather) K-PS3-2. (Reduce warming effect of sun-aka. how to create shade) K-PS3-1. (Effect of sunlight on surfaces- warmer/cooler)</p> <p>These texts provide background knowledge and connections to lessons taught in Science.</p> | | |
| |  <p><u>Rookie Book: What's the Weather Today?</u></p> |  <p><u>The Cloud Book</u> by Tomie dePaola</p> |  <p><u>Sunshine on My Shoulders</u></p> |
| SOCIAL STUDIES | <p>Be looking for these social studies standards that can be addressed in this unit: C.2.K.2 (Pledge of Allegiance) C.2.K.3 (Good Citizen) C.2.K.4 (Following Rules) C.1.K.2 (Role of School/Leader) C.3.K.1 (Need for Rules and Consequences) C.3.K.3 (Importance of problem solving) H.13.K.6 (School in cause/effect -ex: If I run...)</p> <p>These texts provide background knowledge and connections to lessons taught in Social Studies.</p> | | |
| |  <p><u>David Goes to School</u> by David Shannon</p> |  <p><u>If You Take a Mouse to School</u> by Laura Numeroff</p> |  <p><u>Pledge of Allegiance Rookie Book</u></p> |
| Phonetic Connections | <p>By the end of this quarter, teachers should be finishing up the daily RED lessons about individual letters and be ready to begin the weekly Purple lessons in the next couple of weeks.</p> | | |

Stage 1- Desired Results- REQUIRED

Focus standards are **ASSESSED** in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

Focus Standards: Words that are in RED reflect the new Arkansas ELA State Standards

RF.K.1- Demonstrate understanding of the organization and basic features of print

a- Follow words from left to right, top to bottom, and page by page.

b.- Recognize that spoken words are represented in written language by specific sequence of letters **and that print carries meaning**

c- Understand that words are separated by spaces in print.

****d.-** Recognize and name all upper and lower case letters in the alphabet.**

(Learning letters should be focused on throughout units 1 and 2)

RI.K.5- Identify the front cover, back cover, and title page of a book.

RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 1. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



[eMINTS Tools for Schools](#)
[Springdale Schools Technology Integration](#)

| Essential Questions: <i>Students will keep considering .</i> | Understandings: <i>Students will understand that .</i> |
|---|---|
| <ul style="list-style-type: none"> ● Why do we read? ● Why do we write? ● How do we become readers and writers? <p><i>Essential Questions should be posted in the room and referred to often throughout the unit.</i></p> | <ul style="list-style-type: none"> ● People read for many reasons. ● People write for many reasons. ● People become readers and writers by practicing reading and writing and other skills that help them read and write. |

| "Knowledge" or Concepts from Focus Standards | Skills from Focus Standards (What will the student be able to do?) | DOK Level |
|---|--|----------------------------------|
| where to start reading page top/bottom | Identify basic features of print like: Where to start reading, how to turn pages, and where the top or bottom of the page is located. | 1 |
| letters words sentence | Isolate a single letter and word in a sentence. Describe the difference between a letter and a word. | 1 1 |
| spaces | Identify where spaces are located in the context of a sentence. Describe what a space is used for in print. | 1 1 |
| uppercase letters lowercase letters alphabet | Identify upper and lower case letters in isolation and in print. Name upper and lower case letters in isolation and in print. | 1 1 |
| front cover back cover title page | Identify where the front and back cover of a book and the title page are located. | 1 |
| author illustrator role story | Describe the author's and illustrator's roles in telling a story. | 1 |
| opinion topic book | Write an opinion piece State the topic/book State opinion about topic/book | 1 1 1 |

Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards. The blue highlighted standards are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year.

Words in **RED** reflect the new Arkansas ELA State Standards

L.K.1.

- a. Print **all** upper- and lowercase letters **legibly**.
- b. Use frequently occurring nouns
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- c. Use frequently occurring verbs.
- d. Begins in 1st grade
- e. Begins in 1st grade
- f. Begins in 1st grade
- g. Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).
- h. **Independently** produce and expand complete sentences in shared language activities
 - With prompting and support, use spaces to separate words in a sentence.
- i. Begins in 4th grade
- j. Understand and use question words (interrogatives) e.g. who, what, when, where, why, how)
- k. Begins in 3rd grade

L.K.2.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation
- c. Begins in 1st grade
- d. Write a letter or letters for most consonant and short vowel sounds (phonemes)
 - Spell consonant-vowel-consonant (CVC) words correctly
 - Spell words phonetically, drawing on knowledge of sound-letter relationships

LG.K.4- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- c. Begins in 1st grade
- d. Begins in 2nd grade

L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings:

- a. Sort common objects into categories (e.g. shapes, foods, colors) to gain a sense of the concepts the categories represent
- b. Use the most frequently occurring inflections and affixes (-ed, -ing, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of unknown words.
- c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.

L.K.6- Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.

RF.K.1- Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequence of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet

RF.K.2- Demonstrate understanding of spoken words, syllables, sounds (phonemes).

- a. Recognize and produce rhyming words **orally**
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel and final vowel sounds (phonemes) in three- phoneme (consonant-vowel-consonant or CVC words). This does not include CVC's ending with /l/ /t/ /r/ or /x/.
- e. Add or substitute individual sounds (phonemes)
- f. Begins in 1st grade
- g. Begins in 1st grade

RF.K.3

- a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for each consonant.
- b. Associate the long and short sounds with the five major vowel graphemes, using open and closed syllable types.
- c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. hat, fat, rat; cap, cup, cop)
- e. Decode CVC words.
- f. Decode one-syllable words.

RF.K.4- Read emergent-reader texts with purpose and understanding.

RL.K.1- With prompting and support, ask and answer questions about key details in a text.

RL.K.4- Ask and answer questions about unknown words in a text.

RL.K.10- Actively engage in teacher-led reading activities with purpose and understanding.

RI.K.1- With prompting and support, ask and answer questions about key details in a text.

RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.

SL.K.2- With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.

SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Stage 2 - Assessment Evidence- REQUIRED

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.

Assessment #1- Links to Standards: RI.K.5, RL.K.6

Timeline: 30-45 min lesson for sharing -around 4-5 weeks into unit

Students will choose a book from the classroom library, school library, or a familiar text from this unit. Students will familiarize themselves with the book. Students will identify the author, illustrator and their role, front cover, back cover and title page of the book. Once students have had time to find out those pieces of information they will present their book to a classmate, small group, or the whole class.

As an alternative assessment to the author and illustrator piece, there is also a picture and word support document (see below) for students to use to identify author and illustrator. The teacher could have students complete this piece individually or in small groups as their assessment for author and illustrator portion. If students complete the picture and word support document correctly, they don't have to talk about the author and illustrator when they present their book; and if they talk about the author and illustrator during their presentation, what they say should not be counted against them on the rubric.

The teacher may ask the students questions to prompt their thinking like, "Is this the author? (pointing to the name on the book) "Does the author write the words or draw the pictures?" There are more teacher questions and language supports below. If at this point in the year oral language is an issue, the teacher may have students point to each item as the teacher asks questions, or the teacher may want to have students label the book with post-it notes using different colors to show different pieces. For example, "Put the blue post-it note on the back cover of your book."

This is an example of one way to track this assessment, there is also a checklist that can be used to keep anecdotal records of student progress throughout the unit in regards to these standards. You may have your own form that you may want to use.

With this assessment, how the teacher assesses each concept is up to the teacher, however what is being assessed must remain the same. Students should be able to identify the front and back cover and the title page of a book, as well as, name the author and illustrator and their role.

[Teacher Protocols](#), [Front/Back Cover and Title page Student examples](#), [Author and Illustrator Picture and Word Support Student Document](#), [Language Support Questions & Model Sentences for Students](#), [Checklist for CAP Skills and author and illustrator](#), [Rubric](#)

Assessment #2- Links to Standards: RF.K.1a.b.c.d

Timeline: One on One for each student - around 7th-8th week of unit

Using Marie Clay's Observation Survey, Ekwall Shanker Concepts about Print assessment, the teacher will assess the student's ability to identify the top and bottom of a page, reading left to right on a line, the difference between letters, words, and spaces. The teacher will also assess letter knowledge around this time, but the number of letters required should be what is required on the report card for the 1st nine weeks. If the teacher uses a different assessment that is fine, however, what is being assessed must be the same. If the student is still struggling with front cover, back cover, author and/or illustrator, the teacher may also decide to use this for an additional assessment. 00

- If the teacher is using Observation Survey, item numbers 3,4,5,6,7,8,11,22 on the recording sheet address RF.K.1a.b.c on the Rubric
- If the teacher is using Ekwall Shanker, numbers 1,2,3,4,5,6,7,8,9 on the recording sheet address RF.K.1.a.b.c on the Rubric

In the documents linked for assessment 2, there are links for teacher protocols for Observation Survey and Ekwall Shanker, Recording pages for teachers, and most of the materials needed to use both of these assessments. Observation Survey has certain books that must be purchased to do the assessment. Each building should have at least one copy of each book, however there is a document that shows what the covers look like and names of the books for reference.

[Observation survey Teacher Protocols](#), [Observation Survey Teacher Recording Sheet](#),
[Ekwall Shanker Teacher Protocols and Recording Sheet](#), [Ekwall Shanker- Student page](#),
[Letter Naming and Sound Recognition Options for Assessments](#), [Rubric](#) ,
[Checklist for CAP skills and author and illustrator](#)

Assessment #3- Links to Standards: W.K.1

Timeline:30-45 min. lesson- around 8-9th week of unit

Students will write an opinion piece about a topic or book of their choosing. Students will state their opinion. For example, "I like red." or "My favorite book is Brown Bear, Brown Bear." or "I like playing with my friends." They will use drawings and words to tell their opinion. Students will need to write the 1st draft of their opinion piece independently. If the student gives a reason for their opinion then they would score advanced on the rubric in that section. For example, "I like red because apples are red." or "My favorite book is Brown Bear, Brown Bear. It has good pictures." or "I like playing with my friends. They are nice." After a 1st draft has been written, then teachers can help with the rest of the writing process to publish the students' opinion piece.

[Writing Paper Templates](#), [Writing Paper Template: Beginning ELL \(level 1 and 2\)](#), [Teacher Protocols](#), [Writing Rubric](#), [ELL Writing Template](#), [**NEW Annotated Writing Samples**](#)

Stage 3- Learning Activities- HIGHLY SUGGESTED

This section of the document is suggested, not required. The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently. If teachers choose to use different lessons than the ones provided, they need to make sure that the lessons they develop are focused on moving students towards independent mastery of the focus and supporting standards and that the level of rigor is appropriate to the grade level.



Sample Unit Plan:

This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

| Weeks 1 and 2 | Week 3 | Week 4 | Weeks 5, 6 and 7 | Week 8 | Week 9 |
|--------------------------------|--------------------------------------|--|--------------------------------------|--|--------------------|
| Setting Classroom Expectations | Reading Module 1 Writing Module 1 | Reading Module 1 Reading Assessment 1 Writing Module 1 | Reading Module 2 Writing Module 1 | Reading Module 2 Reading Assessment 2 Writing Module 1 | Writing Assessment |

Reading Foundations and Language Lessons



The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.

| Standard | Instructional Routines and Resource Links |
|---|---|
| RF.K.2a | Recognizing Rhymes: Phonemic Awareness The first link is an instructional routine to help model what recognizing rhymes with phonemic awareness looks like in the classroom. The second link has a variety of student activities to reinforce rhyming. FCRR: Instructional Routine Recognizing Rhymes FCRR: Student Activities to reinforce Rhyming |
| RF.K.3a  | Naming letters and corresponding sounds The following links include e-school lessons, an instructional routine that models teaching letters and sounds, and various students activities to reinforce letters and sounds. E-school Animated Letter/Sound Lessons FCRR: Instructional Routine: Letter/Sound Correspondence FCRR: Student Activities to reinforce letter/sound correspondence |
| RF.K.3c | Learning Sight words This link has an instructional routine that models one way the teacher can introduce and teach a sight word. Next Steps to Guided Reading: Sight Words Practice FCRR: Instructional Routine: Sight Word Practice |
| L.K.1b L.K.1c  | Use frequently occurring nouns and verbs Introduction to Nouns and Verbs This lesson is an explicit lesson on what a noun and verb is. There are several video links to songs and clips that can help reinforce what nouns and verbs are. There is a natural connection between knowing nouns and verbs and naming author and illustrator and what their role is as well as other stage 3 lessons. This will just help introduce the vocabulary so that they can talk about nouns and verbs in context. |
| L.K.1g | Use the most frequently occurring prepositions: Introductions to prepositions: Rosie's Walk This lesson is a more explicit lesson about prepositions/positional words. There is a natural connection between prepositions and identifying front cover, back cover, title page, author and illustrator of a book. Naturally, we are going to say WHERE these things are in relationship to the book. There needs to be a lesson introducing prepositions so it can be addressed in stage 3 lessons. Rosie's Walk Materials for a Variety of Activities Rosie's Walk 3-day lesson plan to practice using prepositional words |

Reading Module 1: Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 1st nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.





Assessment 1 Synopsis: Students will choose a book from the classroom library, school library, or a familiar text from this unit. Students will familiarize themselves with the book and look at the pictures to find out what happened in the book. Students will identify the author, illustrator and their role, front cover, back cover and title page of the book. Once students have had time to find out those pieces of information they will present their book to a classmate, small group, or the whole class.


| | |
|--|---|
| Grade Level Target RI.K.5 | The student will: ● Describe the front cover, back cover, and title page of a book |
| Prerequisite Learning | The student will recognize or recall specific vocabulary, such as: ● Front cover, back cover, title page, book, storybook, text, example |
| 1-a RI.K.5 | Understanding How Books Work Lesson 1: GRR Lesson: Front/Back Cover and title page This lesson helps students find the features within the front cover, back cover, and title page of a book and gives multiple opportunities to identify the parts of a book. |
| 1-b RI.K.5  | E-School Model and Guided Lesson: Identify Front and Back Cover and Title Page of a book. This lessons is a great way to reinforce and practice these skills. It has a teacher model built in and follows the GRR lesson where students can be hands on with books and are figuring out how they work. E-Spark Video: Front and Back Cover of a book E-Spark Video: Front, Back, and Title Page of a book |
| Grade Level Target RL.K.6 | The student will: ● Describe the role of the author and illustrator in telling a story |
| Prerequisite Learning | The student will recognize or recall specific vocabulary, such as: ● Author, illustrator, role, story The student will perform basic processes, such as: ● Identify the author and illustrator of a grade- appropriate text |
| 1-c RL.K.6 | Understanding How Books Work Lesson 2: GRR Lesson: Author/Illustrator and Their Roles This lesson helps students learn what an author and illustrator is and what their roles are in books. It also allows students to explore books to find authors and illustrators and what it means where there is only one name on the book. |
| 1-d RL.K.6  | E-School Model and Guided Lesson: Identify Author/Illustrator and Roles in telling stories. This lesson walks students through standards RL.K.6. It shows them the front cover of a book and has teachers model how to find the author and illustrator and talk about their roles. There is also a practice page that students can use to practice this in a small group or individually. |

Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 2 in the 1st nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 2 Synopsis: Using Marie Clay's Observation Survey or Ekwall Shanker Concepts about Print assessment, the teacher will assess the student's ability to identify the top and bottom of a page, reading left to right on a line, the difference between letters, words, and spaces. The teacher will also assess letter knowledge around this time, but the number of letters required should be what is required on the report card for the 1st nine weeks.

| | |
|---|--|
| Grade Level Target RF.K.1 | The student will: <ul style="list-style-type: none"> ● Follow words from left to right, top and bottom, and page by page ● Recognize that spoken words are represented in written language by specific sequences of letters ● Understand that words are separated by spaces in print ● Name all upper- and lowercase letters of the alphabet |
| Prerequisite Learning | The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ● Alphabet, book, bottom, top, left, right, page, lowercase, uppercase, word, space, print The student will perform basic processes, such as: <ul style="list-style-type: none"> ● Orient book or text properly ● Identify a word on a page ● Identify letters in a word ● Recognize all upper- and lowercase letters of the alphabet |
| 2-a RF.K.1a  | E-School Model and Guided Lesson: Tracking Print This lesson walks students through text as the teacher models following words from left to right, top to bottom, and page by page. Then students can practice with a short poem tracking print on one page. |
| 2-b RF.K.1a  | Concepts About Print Lesson 1: GRR Lesson: Follow words from left to right, top to bottom, and page by page This lesson helps students see where we start reading, how to track print, and understand that it is the same if the text is a poem, storybook, or electronic book. |
| 2-c RF.K.1b  | E-School Model and Guided Lesson: Connecting Letters with Sounds to Make Words: This lesson introduces students to the idea that letters make up words. The teacher models how pictures match words and how certain letters when put together will make a word to match what you are thinking. For example, if there is a picture of a net than the letter n-e-t make a word that matches that picture. But the letters n-a-p wouldn't. |
| 2-d RF.K.1b | Concepts About Print Lesson 2: GRR Lesson: Recognize that spoken words are represented in written language by specific sequence of letters and that print carries meaning This lesson helps introduce how letters work together to form words. It helps students understand that letters make sounds and when we write them in a certain order that we form words. Students do a sort between letters and words for collaborative and independent practice. |
| 2-e RF.K.1c  | Words and Spaces: This lesson helps students practice finding spaces in between words and count how many words are in a sentence. E-School Model and Guided Lesson FCRR: Instructional Routine for hearing words in a sentence |
| 2-f RF.K.1c | Concepts About Print Lesson 3: GRR Lesson: Understand that words are separated by spaces in print. This lesson helps students understand what spaces are and when to use them. It also allows students to have time practicing finding spaces in text. |
| 2-g RF.K.1b,c | CLOSE READ of Leo Lionni's the alphabet tree This text focuses on how letters make words and words make sentences. In this book a letter bug tells the letters they will be stronger as a word, and then the caterpillar comes along and tells the words that they will be stronger as a sentence. |


| | |
|---|---|
| 2-h RF.K.1d  | <u>E-School Model and Guided Lesson: Identifying Upper and Lower Case Letters</u> This lesson helps students understand that letters can be written two ways. It also has a practice page for students to find the match for a letter. for example, if there is a “d” the students have to find “D”. |
| 2-i RF.K.1d | Concepts About Print Lesson 4: <u>GRR Lesson: Recognize and Name upper and lower case letters</u> The main idea of this lesson is introducing the vocabulary of “uppercase” and “lowercase” to students. |


Writing Module 1: Lessons to Build to Assessment 3

These lessons for assessment 3 are writing lessons.

These lessons should be taught alongside the reading modules and 2

Assessment 3 synopsis: Students will write an opinion piece about a topic or book of their choosing. Students will state their opinion. If the student gives a reason for their opinion that they would be advanced on the rubric in that section. For example, “*I like red.*” or “*My favorite book is Brown Bear, Brown Bear.*” or “*I like playing with my friends.*” They will use drawings and words to tell their opinion. Students will need to write the 1st draft of their opinion piece independently.

| | |
|--|---|
| Grade Level Target W.K.1 | The student will demonstrate the features of opinion writing: <ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to compose opinion pieces ● Tell a reader the topic or name of the book they're writing about ● State an opinion or preference about the topic or book |
| Prerequisite Learning | The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ● Compose, dictate, opinion, preference, opinion The student will perform basic processes, such as: <ul style="list-style-type: none"> ● Complete a teacher-provided template to represent opinions |
| 3-a W.K.1,2,3 | What is Writing? <u>GRR Mini-Lesson: What is Writing?</u> This lesson helps introduce the next few lessons. It is a short mini-lesson about types of texts and that we can all be authors and illustrators. |
| 3-b W.K.5 | Ways We Write/Why Writers Write <u>GRR Mini-Lesson: Ways We Write and Why Writers Write</u> This is a lesson that helps students identify ways that they can write (scribble, letters, pictures, words), and why they are writing (to express thoughts, feelings, ideas and so on). |
| 3-c W.K.1,2,3 | Tools Writers Use <u>GRR Mini- Lesson: Tools Writers Use</u> This lesson helps students identify all the tools that writers can use when they write, including word walls, charts, pens, pencils, paper, and so on. |
| 3-d | Where Do Writers Get Ideas? <u>GRR Mini-Lesson: Where Do Writers Get Ideas?</u> This lesson helps students generate topics they can write about when they don't know what to write. |
| 3-e W.K.1,2,3 RL.K.7 | Picture Matches Our Words Part 1: <u>GRR Mini-Lesson: Picture Matches Our Words</u> This lesson helps students understand that they can picture what they want to write and draw before they do it, and that what they put on paper should match what they want to say. This is the first of two lessons on this topic. |
| 3-f W.K.1 RL.K.7  | Picture Matches Our Words Part 2: <u>GRR Mini-Lesson: The Importance of Pictures and Words Matching</u> This lesson helps students see the importance of their words matching their pictures and what happens to a piece of writing if they don't match. |
| 3-g W.K.1 | Using the Sounds We Know- Stretching Our Words labeling or sentences <u>GRR Mini-Lesson: Stretching Out Our Words</u> This lesson helps students figure out how to get words |

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| L.K.2d | on paper. It compares stretching out their words to stretching a rubber band or slinky. This can be a great tool for students to use instead of asking, "how do you spell..?" |
| 3-h W.K.5 L.K.2 | Adding Details- Writer's Revise GRR Mini-lesson: When you think you are done, you have just begun This lesson helps students understand that writing isn't just making a picture and adding a few words. Writers go back and add to their writing (pictures and words). |
| 3-i W.K.1 | Kinds of Writing: Opinion Focus GRR Mini-lesson: What is Opinion Writing? This is an introductory lesson to the three types of writing and focuses on opinion writing. There will be more lessons on opinion writing to help prepare students for the writing assessment. E-School Model and Guided Lesson: Opinion |
| 3-j W.K.2,3  | Kinds of Writing: Narrative and Informative Focus (Unit 1 assesses opinion writing, however this is the time to introduce and start building foundation for narrative and informative writing.) GRR Mini-Lesson: What is Narrative Writing? GRR Mini-Lesson: What is Informational Writing? These lessons are both introductory lessons about narrative and informational writing. E-School Model and Guided Lesson: Informative E-School Model and Guided Lesson: Narrative |
| 3-k W.K.1 | Practicing Our Opinions GRR Lesson: Practicing Our Opinions This lesson is a two day lesson about forming opinions, expressing opinions, and writing opinions. This can be used with a variety of topics or books and will help students prepare for the writing assessment. |

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at mvenable@sdale.org

Teacher Resources- *The following are resources to help in deepening our understanding.*

Articles and Information

[Florida Center for Reading Research](#)- Direct links to the documents from frrr.org for Reading Center ideas and interventions based on student needs

[Concepts of Print Sort](#): number, letter, word, and sentence sort for students to use in small groups.